

Energy Policy: Honors Research Paper
First Marking Period

	4	3	2	1
Policy Area	Student chose an energy topic that engaged them in challenging or provocative research. The topic reflects the most current policy deliberations or cutting-edge research.	Students chose an energy topic that leads to a specific policy proposal, which has been thoroughly debated in available literature.	Students chose an energy topic with unclear policy implications, or for which very little research is available.	Students chose an energy topic without any reference to energy policy.
Information	Student(s) gathered information from a variety of quality electronic and print sources, including appropriate licensed databases. Sources are relevant, balanced and include critical readings relating to the thesis or problem.	Student(s) gathered information from a variety of relevant sources--print and electronic, but this information may not reflect a balanced approach to the topic.	Student(s) gathered information from a limited range of sources and displayed minimal effort in selecting quality resources.	Student(s) gathered information that lacked relevance, quality, depth and balance.
Analysis	Student(s) carefully analyzed the information collected and drew appropriate and inventive conclusions supported by evidence. Voice of the student writer is evident.	Student product shows good effort was made in analyzing the evidence collected, although individuality is not evident.	Student conclusions could be supported by stronger evidence, or level of analysis could have been deeper.	Student conclusions simply involved restating information, or conclusions were not supported by evidence.
Synthesis	Student developed appropriate structure for communicating product, incorporating variety of quality sources. Information is logically and creatively organized with smooth transitions.	Student logically organized the product and made good connections among ideas, although some important connections were overlooked or undeveloped.	Student work is inadequately organized.	Student work is not logically or effectively structured.
Documentation	Student(s) documented all sources, including visuals, sounds, and animations. Sources are properly cited, both in-text/in-product and on Works-Cited/Works-Consulted pages/slides. Documentation is error-free.	Student(s) documented sources with some care, Sources are cited, both in-text/in-product and on Works-Cited/Works-Consulted pages/slides. Few errors noted.	Student(s) need to use greater care in documenting sources. Documentation was poorly constructed or absent.	Student(s) made no attempt to document sources.
Scientific Thought	Student work displayed a thorough understanding of energy input/output analysis and energy conservation.	Student work addressed energy input/output analysis and energy conservation, but without clearly addressing all implications.	Student work did not address energy input/output analysis and energy conservation.	Student work reflected contradictory or irrational beliefs about energy input/output analysis and/or energy conservation.